



LITTLE ROCK SCHOOL DISTRICT

810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS

BOARD OF DIRECTORS SPECIAL MEETING

May 11, 2007
3:00 AM

I. Snapshot - Weekly Board Update

 [ATTACHMENTS](#)

From the desk of . . .

Roy G. Brooks, Superintendent

SNAPSHOT

WEEKLY UPDATE TO THE
BOARD OF DIRECTORS
May 11, 2007

LITTLE ROCK SCHOOL DISTRICT

VISION:

The LRSD will become the highest achieving urban school district in the nation.

PRIORITIES:

Student Achievement – Operational Efficiency – Customer Service
Employee Professionalism – Student Discipline

THOUGHT FOR THE YEAR:

“Never Give In, Never, Never, Never . . .” Sir Winston Churchill

SNAPSHOT- ROCKEFELLER EARLY CHILDHOOD PROGRAM: During the last board meeting there were several comments and questions regarding the early childhood program at Rockefeller and the racial make-up of that school when they were designated as an incentive school and an early childhood magnet program. One of the criteria of the early childhood program was that non-African American students who were enrolled could choose to remain at Rockefeller for the remainder of their elementary school years.

Prior to the 2004 school year, Rockefeller maintained an approximate 60% African American student population. However after the Supreme Court ruling in June 2003, the district returned to student assignment by neighborhood school attendance zone and the district organized a Student Assignment Plan Committee that was given the specific charge to:

- *Observe and examine the 2004-05 student assignment process, new applicant pool and resultant findings;*
- *Seek additional expert consultation and study;*
- *Hold community-wide (LRSD) meetings to obtain additional parent, staff and community input; and*
- *Advise the LRSD Board of Directors regarding citizen's views and opinions pertaining to a long-range student assignment plan.*

The committee's final recommendation was that there would be no changes to the 2004-2005 Student Assignment Plan. It was determined that students should be allowed to attend their attendance zone schools. Also, Rockefeller Early Childhood Program maintained the numbered waiting list opposed to a weighted pool providing parents with more definite information on child care placement. The committee's report is attached to this Snapshot.

*What truly matters now has less to do with getting exactly the right answers
than with our asking the truly important questions.*

CHILD NUTRITION APPRECIATION BANQUET: You should have already received an invitation to the annual Child Nutrition Appreciation Banquet on Wednesday, May 16th, 6:30 p.m. at the Wyndham Riverfront in North Little Rock. Ms. Bouie needs to hear from you on Monday by 9:00 a.m. if you are planning to attend. Please give her a call at 447-2452 or e-mail her at lilly.bouie@lrsd.org

NOVUSAGENDA ADDITIONS: The proposed revisions to the Student Handbook and the first reading revision to policy JICD have been posted to your NovusAgenda. We are also attaching these documents to this Snapshot for your convenience.

In addition, Beverly has listed the items that were added to the agenda at the meeting last night. A copy of that list is attached to this Snapshot. If you indicated that you would be providing additional clarification to the staff regarding your request, please feel free to call or send the information to me for appropriate response and attention.

I hope all of you have a restful, peaceful Mothers' Day weekend.

Requested Information Regarding Rockefeller's Early Childhood Program

During the last Board Meeting there was some discussion regarding the Early Childhood Program at Rockefeller having a 60% African American racial make-up as they did when the school was designated as an incentive school and an Early Childhood Magnet Program. One of the criteria of the Early Childhood Program was that no African America students who chose to enroll in the program could remain at Rockefeller for the remainder of the elementary organizational level.

The Board requested information as to the determining factor(s) for changing the assignment process and Rockefeller's enrollment history. The information regarding Rockefeller is bolded.

Due to the United States Supreme Court ruling (2003), regarding the issue of using race as a sole determining factor for admitting students to educational institutions, a committee was established to review the District's student assignment process.

The information below is a synopsis of the report that went to the Board in September 2004 which outlined the student assignment changes adopted by the Board.

Final Report Little Rock School District Student Assignment Plan Committee

Each member of the Board of Directors of the Little Rock School District appointed two individuals to serve on the Little Rock School District Student Assignment Plan Committee for Specialty Magnet Schools (Central, Fair, Hall, McClellan, Cloverdale Middle, Dunbar, Henderson, Mabelvale Middle, King, Rockefeller Early Childhood, Romine, Washington). The specific "charge" given the committee was to:

- *Observe and examine the 2004-05 student assignment process, new applicant pool and resultant findings;*
- *Seek additional expert consultation and study;*
- *Hold community-wide (LRSD) meetings to obtain additional parent, staff and community input; and*
- *Advise the LRSD Board of Directors regarding citizen's views and opinions pertaining to a long-range student assignment plan.*

The Committee members were:

Michael Daugherty, LRSD Board Member – Co-chair

Junious Babbs, Associate Superintendent – Administrative Services – Co-chair

- | | |
|-------------------|----------------------|
| 1. Patty Barker | 8. Freeman Mckindra |
| 2. Lisa Black | 9. Juan Vasques |
| 3. Tom Brock | 10. Alma Viscarra |
| 4. Jody Carreiro | 11. Diane Vibhakar |
| 5. Tommy Hodges | 12. Connie Whitfield |
| 6. Duane Jackson | 13. Carol Young |
| 7. Mallory Jewell | |

Committee Discussion

The committee discussed using academic achievement as a direct basis instead of as an inverse basis and giving it heavier weight. It was not adopted and determined to be detrimental to less advantaged students.

Incorporating any of the additional academic attributes [GPA, 35% percentile in math and literacy, top 20% of class, 30% (outside zone) by overall score rank order] would only further complicate an already complicated system. Citizenship criteria (attendance criteria, no more than X number of absences, or no more than X number of tardies) were also considered. The inclusion of any would also further complicate the system as well as work to the detriment of a specific group.

English proficiency status, longevity within LRSD, gender and geographic diversity were discussed but not recommended for inclusion in any change.

Committee Recommendation

After considering the discussions of LRSD parents, staff and the community, the Committee recommends that the current 2004-2005 student assignment plan be retained with no changes at this time, with the exception of attendance zone students retaining priority at Rockefeller Early Childhood program. At Rockefeller, a numbered waiting list will be utilized for Rockefeller Early Childhood program as opposed to a weighted pool providing parents with more definite information on child care placement.

Suggestions for Future Consideration

The recommendation of the Committee responds to the charge given in May of 2004. However, during the community forums and subsequent committee discussions, a pattern emerged regarding some issues related to student placement but which were outside the charge to the Committee. These are presented to the Board with the strongest encouragement for action from this Committee. These concerns and suggestions for consideration/action are:

1. In order to better attract and keep patrons in the District, the assignment process must be easy to navigate.
 - Make the system more user friendly
 - Improve communication channels regarding assignment policies
 - Add/improve sources of assistance when seeking information
 - Develop a brochure explaining the student assignment process and choice options
2. Study the purpose and effects of specialty magnet programs, including resource allocation and program assessment.
3. Continue to strengthen neighborhood schools.
4. Establish a system for tracking students who do not get their preferred placement. Determine if they remain in the District.
5. Since data and choice demands will vary each year, the Student Assignment process for Specialty Magnet Schools should be reviewed annually to report outcomes.

The information below represents a six year enrollment history of the District. Rockefeller is highlighted.

High Schools	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	TOTAL	% BLK	TOTAL	% BLK	TOTAL	% BLK	TOTAL	% BLK	TOTAL	% BLK	TOTAL	% BLK
CENTRAL	1946	56%	2012	55%	2111	54%	2203	51%	2422	53%	2400	53%
FAIR	944	79%	974	79%	1024	81%	1058	85%	1169	86%	1131	87%
HALL	1419	72%	1361	72%	1327	73%	1464	75%	1389	78%	1322	80%
MCCLELLAN	1083	92%	1066	93%	1006	93%	925	92%	864	90%	819	90%
PARKVIEW	1144	49%	1139	50%	1131	51%	1108	51%	1129	50%	1109	50%
ALE SR. HIGH	61	75%	61	97%	61	90%	178	92%	200	97%	248	93%
ACC SR. HIGH	247	75%	194	80%	131	92%	136	82%	129	84%	201	86%
FELDER									35	91%	54	93
ALT. AGY. SR.	39	44%	57	88%	58	86%	48	60%	37	70%	55	62%
SUB TOTAL	6883	68%	6864	68%	6849	68%	7120	68%	7374	69%	7339	69%
Middle Schools												
CLOVERDALE	815	88%	814	86%	791	84%	682	82%	636	77%	771	77%
DUNBAR	740	60%	731	59%	757	58%	747	61%	811	65%	845	70%
FOREST HEIGHTS	790	67%	804	69%	781	74%	688	77%	676	79%	717	78%
HENDERSON	673	79%	680	78%	663	80%	630	82%	630	80%	807	81%
MABELVALE	564	79%	667	76%	654	74%	634	81%	613	85%	662	84%
MANN	836	53%	858	52%	868	50%	873	52%	850	50%	890	51%
PULASKI HEIGHTS	704	54%	696	58%	725	60%	708	57%	734	56%	722	57%
SOUTHWEST	560	95%	608	95%	519	96%	493	94%	460	91%		
ALE JR. HIGH	62	85%	42	95%	33	94%	83	93%	87	92%	100	94%
FELDER									3	67%	11	82%
ALT. AGY. MID.	21	43%	23	78%	33	73%	40	68%	22	55%	40	63%
SUB TOTAL	5765	71%	5923	71%	5824	71%	5578	72%	5522	71%	5565	71%

Elementary Schools	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	TOTAL	% BLK	TOTAL	% BLK	TOTAL	% BLK	TOTAL	% BLK	TOTAL	% BLK	TOTAL	% BLK
BADGETT	153	95%										
BALE	330	80%	323	84%	325	87%	319	82%	334	82%	377	82%
BASELINE	282	84%	299	85%	298	84%	291	81%	296	74%	320	71%
BOOKER	575	54%	616	53%	606	55%	605	53%	607	53%	632	52%
BRADY	332	80%	312	86%	338	84%	318	78%	394	84%	363	84%
CARVER	495	53%	493	53%	501	54%	496	52%	533	54%	536	54%
CHARTER	83	92%										
CHICOT	508	71%	495	73%	485	75%	536	73%	564	74%	613	71%
CLOVERDALE	426	84%	412	85%	382	78%	360	77%	113	75%		
DODD	188	61%	200	61%	205	58%	261	54%	289	56%	304	60%
FAIR PARK	209	78%	230	78%	206	70%	187	75%	130	66%	176	44%
FOREST PARK	305	38%	330	32%	347	29%	361	20%	407	20%	410	13%
FRANKLIN	388	97%	375	98%	384	97%	387	96%	440	97%	427	96%
FULBRIGHT	466	37%	474	38%	503	32%	554	26%	633	24%	756	23%
GARLAND												
GEYER SPRINGS	320	88%	308	88%	314	88%	299	88%	333	90%	333	89%
GIBBS	307	52%	309	51%	314	52%	310	53%	297	53%	304	54%
JEFFERSON	409	44%	415	43%	403	42%	429	36%	442	32%	429	27%
KING	571	51%	555	50%	584	53%	607	60%	619	66%	611	72%
MABELVALE	271	72%	255	77%	249	78%	257	80%	338	76%	392	74%
MCDERMOTT	374	49%	364	51%	371	56%	406	62%	458	65%	406	67%
MEADOWCLIFF	280	78%	321	72%	327	77%	349	78%	363	80%	398	73%
MITCHELL	298	97%	284	97%	255	98%	156	96%				
OTTER CREEK	397	55%	427	57%	452	56%	511	60%	580	64%	529	64%
PULASKI HEIGHTS	282	49%	282	48%	285	49%	286	49%	334	46%	323	42%
RIGHTSELL	268	99%	298	100%	292	100%	262	100%	184	97%		
ROCKEFELLER	389	59%	428	59%	393	58%	453	67%	477	75%	491	80%
ROMINE	284	69%	289	61%	277	66%	321	76%	365	79%	392	81%
STEPHENS	545	94%	566	94%	547	94%	499	95%	547	96%	469	94%
TERRY	507	48%	517	52%	514	51%	577	53%	656	57%	676	55%
WAKEFIELD	384	79%	309	84%	347	83%	451	78%	491	75%	471	74%
WASHINGTON	459	57%	463	62%	466	62%	563	76%	644	80%	736	89%
WATSON	452	94%	481	94%	497	95%	456	96%	458	91%	563	88%
WESTERN HILLS	277	73%	280	78%	296	78%	262	79%	286	77%	274	79%
WILLIAMS	446	52%	460	51%	461	52%	461	52%	460	51%	461	51%
WILSON	252	92%	278	91%	283	89%	285	89%	276	88%	310	85%
WOODRUFF	267	86%	275	89%	257	90%	235	91%	238	92%	244	89%
ALT. AGY. ELEM.	15	33%	12	58%	54	24%	60	27%	42	19%	61	43%
SUB TOTAL	12794	68%	12735	68%	12818	68%	13170	68%	13628	67%	13787	66%
GRAND TOTAL	25442	69%	25522	69%	25491	69%	25868	68%	26524	68%	26691	68%

**LITTLE ROCK
SCHOOL DISTRICT
STUDENT HANDBOOK**



2007-08 SCHOOL YEAR

LITTLE ROCK SCHOOL DISTRICT

MISSION STATEMENT

VISITORS TO SCHOOLS

The Board of Education encourages visits to schools by parents and community members. In consideration of safety issues, visitors are ~~requested~~ **required** to register at the school office.

Category 1 Offenses

Rule 1: Dishonesty

Cheating on tests (plagiarism), copying **or allowing the copying of** the work of another student/person will not be tolerated. For all offenses involving academic assessments, the student will receive a grade of zero on the assessment or test.

Forgery of parent's/guardian's signature(s) or falsifying information will not be tolerated.

Rule 13: Theft/Theft by Receiving

Rule 13A. The act of burglary and/or larceny will not be tolerated. To steal school property or property belonging to another person or to knowingly receive stolen property is prohibited. **Items stolen valued in excess of \$500 will require police notification.** Student and parent/guardian will be responsible for making full restitution for any property stolen and for all damages to property caused by the student's actions. (Arkansas Codes 6-18-502)

First Offense: Suspension **and Counseling**: *5-10 days.

Second Offense: Long-term suspension recommendation. Restitution or compensation is required.

*5-day minimum rule may be reduced by an administrator upon demonstration of special circumstances.

Rule 14: Gambling

Playing a game of chance for something of value will not be tolerated.

Kindergarten – Second Graders

First Offense: ~~Suspension: 2 days and~~ **Counseling**

Second Offense: Suspension: 2-4 days

Third Offense: Suspension: 5-10 days

Third – Fifth Graders

First Offense: Suspension: 2-4 days

Second Offense: Suspension: 5-10 days

Third Offense: Long-term Suspension/**ALE Recommendation**

NOTE: ALE Recommendation will be added to all long-term suspension recommendations.

Rule 20B. Breaking and Entering/Vandalism in Excess of \$500

The act of breaking into property belonging to another person or belonging to the school district that is valued in excess of \$500.00 is prohibited. **Police notification required by law.** (Arkansas Codes 6-18-502 and 6-17-113)

Third – Fifth Graders (only)

First Offense: Long-term suspension recommendation (ALE placement **for 20 days**)
Second Offense: Expulsion recommendation (ALE placement for the remainder of a semester/school year)

Rule 21A. Repeated Violation of Category 1 Offenses

Habitual or repeated violation of school rules and regulations will not be tolerated under this rule until **you the administrator have has exhausted and documented** all steps in the school's discipline plan **(see pg. 13, possible disciplinary actions)**. One (1) intervention must be a parent/student/and/or teacher and/or administrator conference.

Rule 24: Harassing communications

Harassing communication on school property is prohibited. Use of the voice, the telephone, the mail, e-mail, facsimile (Fax) or any other form of written, verbal **or cyber bullying which constitutes** electronic communication that intimates, bullies, annoys, causes alarm or threatens harm or another person, is deemed in violation of this rule. To knowingly allow another person to use a telephone or other electronic device under your control for such a purpose is a crime. To violate another person by using sexually explicit language or gestures is also prohibited (see the Anti-harassment Policy, p. 57 or Anti-bullying Policy, p. 61). (Arkansas Code 5-71-208)

Rule 28: Use, Possession and/or Under the Influence of Drug Paraphernalia, Alcohol, Controlled Substances or Unauthorized Drugs or Substances

The use and/or possession of drug paraphernalia, non-prescribed narcotic drugs, hallucinogens, marijuana or any unauthorized drug or substance is a violation of district policy. In addition to suspension, students must show proof of having enrolled in an approved drug/alcohol-counseling program prior to reinstatement. Failure to complete the prescribed drug/alcohol counseling program will result in an expulsion recommendation. **Police notification required for possession of a controlled substance.** Arkansas Code 6-18-502 and 6-17-113)

First Offense: Suspension: 5-10 days **with and must have** verification of enrollment in a required drug/alcohol counseling and/or treatment program. Failure to complete the prescribed drug/alcohol-counseling plan will result in an expulsion recommendation.
Second Offense: Expulsion recommendation

Secondary Students

Rule 16: Sexual Misconduct

Rule 16A. The act of deliberately showing private body parts/organs **or showing inappropriate signs of affection,** in a public place will not be tolerated. **The act of using sexually inappropriate language or displaying inappropriate behavior** will also not be tolerated. The student is required to participate in counseling sessions with a school counselor or administrator. (Arkansas Code 5-14-112)

First Offense: Suspension: 3-5 days and probation (regular schedule schools)
 Suspension: 4-6 days and probation (block schedule schools)

Second Offense: Long-term suspension recommendation/**ALE recommendation**

Rule 30: Inappropriate Use of Technology/Computers

The use of the computer to access, store, or distribute obscene, pornographic or inappropriately suggestive material is prohibited. Any user who violates this policy and accompanying regulations is subject to loss of network privilege, as well as other District disciplinary actions (see the Network Appropriate Use Regulations, p. 63). Any student who finds inappropriate material on a computer or Internet site is to immediately inform the teacher. (Arkansas Code 6-12-107)

First Offense: ~~Warning~~ **Suspension: 3 days and probation (regular schedule schools)**
 4 days and probation (block schedule schools)

Second Offense: Suspension: 5 days and probation (regular schedule schools)
 Suspension: 6 days and probation (block schedule schools)

Third Offense: Long-term suspension recommendation

Rule 45: Felony Violations

The act of committing a felony not already referenced in this handbook on a school campus, a school bus or bus stop, a school-sponsored or related activity or **an act committed in the community that substantially disrupts or has the potential to disrupt the school's environment** will not be tolerated. (Arkansas Codes 6-18-502 and 6-17-113)

~~ROLE OF~~ CHILD NUTRITION PROGRAMS

We therefore, endorse our students' participation in school meal programs and the implementation of the School Meal Initiative for Healthy Children and the American Dietary Guidelines. ~~As a result of these initiatives, there are now age appropriate nutrition and calorie goals for lunches and breakfasts. See the Child Nutrition Web Site for your calorie goals.~~

Applications not completed on site during student registration should be returned to the school site on the second day of school or by the suggested dates listed below:

Extended School Year Students – ~~August 25, 2006~~ **August 27, 2007***
Regular Students – ~~September 8, 2006~~ **September 10, 2007***

~~Daily~~ Meal Service Pre-Payments

Students whose eligibility is determined to be reduced or full-price/paid are eligible to pre-pay for their meals or they may choose to pay at the final point of service in the cafeteria each day. The student pre-pay program is available through each school cafeteria. Students may pay for meals for an extended period of time. Funds in a student account may be utilized for breakfast and/or lunch or ala-carte sales, if available. Deposits into the pre-payment systems may be for weekly, bi-weekly, bi-monthly, monthly or yearly amounts. The meal pricing chart is listed below:

Meal Pricing ~~2006-2007~~ 2007-2008

Offer vs. Serve **During Meals**

Offer versus Serve (OVS) allows students to decline a certain number of food items in the meal being offered. The goal is to minimize plate waste and allow student choice. For lunch, students must be offered all five required food items: one serving each of Meat/Meat Alternate, Milk, Grains/Brads; and two servings of Vegetables/Fruits. Students have the option to decline components of their choice up to a maximum of two. Therefore, the student must choose three of the five components offered for lunch and three of the four components offered for breakfast. Condiments and desserts are not considered a component. There is not a reduction in the per plate cost of a reduced or full-price student meal as a result of OVS. OVS is available as an option to middle and high school students.

HEALTH SERVICES

Medication Transit Between Home and School

Parents of students in elementary and middle school who take prescription medication are responsible for bringing the medication to school. Elementary and Middle school students are not to transport their own prescription medication. **Elementary school students are not to transport non-prescription medication.** Parents are responsible for picking up any unused medication. (The only exception to this is asthma inhalers, Epipens and antibiotics which may be carried to and from school by the student.)

Medications - Elementary Students

Medication is not to be sent to or from school with the student. All medications kept at school in the office or health room must be brought to the school by the parent/guardian. The parent is to complete the Health Service Medication Permission Slip. The parent/guardian and school employee must count and record the amount of medication on the Medication Permission Slip. Medications kept at school will always be under lock and key. The only exceptions to this will be Asthma Inhalers, Epipens and other emergency medications that will be kept unlocked in the Health Room for easy access. These medications may also be carried by a student if the nurse and parent/guardian mutually agree this would be safe for the student. ~~All medications must be in their original containers.~~ When the nurse is present, he/she will administer the medications. The principal will designate a school employee to administer the medications on days the nurse is not assigned to the building. This designated person will be a Certified Medication Administrator (CMA). **Cough drops are considered medication. Parents are to provide written permission for a student to use cough drops at school.**

Immunization of Students

Prior to admission to the District, students are required to be immunized against poliomyelitis, diphtheria, tetanus, pertussis, red measles (rubeola), and German measles (rubella), mumps, chickenpox and Hepatitis B. **Pre-K students must also be vaccinated for hemophylis influenza (HIB).** When enrolling, a student's immunization record must be presented to the school.

If a student is unable to have the required immunizations for medical reasons, **parents are to obtain** a statement to that effect ~~will be required~~ from a licensed physician **and send it.** ~~The document will be sent~~ to the Arkansas Department of Health, Division of Communicable Disease, for review by the medical director. **Parents/guardians are responsible for submitting requests and necessary documentation for non-medical exemptions from immunizations to the Arkansas Department of Health, Division of Communicable Disease.** The student is eligible to attend school after the District Coordinator of Health Services has received a letter from the Arkansas Department of Health granting ~~medical~~ exemption.

~~Parents/guardians are responsible for submitting requests and necessary documentation for non-medical exemptions from immunizations to the Arkansas Department of Health, Division of Communicable Disease.~~

HEALTH SERVICES

Height and Weight.....	grades Pre K- ~~5~~ 10
Vision	Grades Pre-K, K, 1, 2, 4, 6, 8
Hearing.....	Grades Pre-K, K, 1, 2, 4, 6, 8
Scoliosis - Females.....	Grade 5- 10
Scoliosis - Males	Grade ~~5~~ , 3, 6, 8, 10
Dental	Grades Pre-K, K, 1, 2
Blood Pressure.....	Grade 4, 8, 10
Physical Assessment	As needed
(See Physical Assessments)	

~~Middle Schools~~

~~The screening programs provided by the District for Middle School students include:~~

~~Height and Weight.....~~	~~Grades 6-8~~
~~Vision and hearing.....~~	~~Grade 6-8~~
~~Scoliosis - Females.....~~	~~Grade 7 and 8~~
~~Scoliosis - Males.....~~	~~Grade 7 and 8~~
~~Blood Pressure.....~~	~~Grade 8~~

~~Senior High Schools~~

~~The screening programs provided by the District for Senior High School students include:~~

~~Height and Weight.....~~	~~Grades 9-12~~
~~Hearing.....~~	~~Grade 10~~
~~Scoliosis - Females.....~~	~~Grade 10~~
~~Scoliosis - Males.....~~	~~Grade 10~~
~~Blood Pressure.....~~	~~Grade 10~~

Activities Transportation

Interscholastic athletes will be provided transportation to attend regularly scheduled conference games and post season competitions.

All spirit groups will be provided transportation to attend all regularly scheduled conference games and post-season competitions.

Note: If you are not eligible for transportation due to staff preference, Transfer–No–Transportation (TNT), or students who were granted school choice by the Student Registration Appeals Committee, then you are only ~~not~~ eligible for transportation to extra-curricular events, but not eligible for transportation home from extra-curricular events ~~transportation~~.

DRESS CODE

The following guidelines are to be used in determining appropriate dress and grooming in the school environment.

1. Dress and grooming are to be in keeping with health, safety, and sanitary practices.
 - A. Students may not wear clothing or hairstyles that can be hazardous in educational activities such as lab, shop, physical education or art classes.
 - B. Shoes must be worn as required by law. ~~Things~~ **Flip-flops**, beach footwear, slippers and other footwear are inappropriate for school and are not to be worn.

NOTE: This is a new policy submitted by the Director of Procurement.

LOST/DAMAGED TEXTBOOKS

Students and their parents/guardians are responsible for payment of lost/damaged textbooks.

If a book is lost, not returned, or is damaged beyond use, the student will be charged for the entire cost of the book.

Textbooks are to be returned in the same OR one level below condition originally issued. Students who return books damaged beyond an acceptable condition may be assessed a damage fine at the school's discretion.

Guidelines are as follow:

Minor damage will be assessed at 25% of book cost.

Major damage will be assessed at 50% of book cost.

It is the student's responsibility to clear all fines.

Principals are to use reasonable efforts to collect fines including but not limited to payment plans for parents who desire such an arrangement.

ANTI-BULLYING

Bullying of any type has no place in a school setting. The Little Rock School District will endeavor to maintain a learning and working environment free of bullying.

Definition

~~Bullying is defined as a pattern of behavior of one or more individuals intimidating one or more persons through verbal, physical, or emotional abuse; written or electronically transmitted abusive messages; or attacks on the property of another. Examples of bullying include, but are not limited to verbal taunts, name calling and put downs, taking of money or possessions, and exclusion from peer groups within school. Bullying is prohibited while in school, on school property, in school vehicles, at designated school bus stops, at school sponsored activities, and on school buses.~~

A. "Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of:

1. Physical harm to a public school employee or student or damage to the public school employee's or student's property;
2. Substantial interference with a student's education or with a public school employee's role in education;
3. A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
4. Substantial disruption of the orderly operation of the school or educational environment.

B. "Electronic act" means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager;

C. "Harassment" means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

D. "Substantial disruption" means without limitation that any one or more of the following occur as a result of the bullying:

1. Necessary cessation of instruction or educational activities;
2. Inability of students or educational staff to focus on learning or function as an

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- educational unit because of a hostile environment;
- 3. Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- 4. Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Bullying is prohibited:

- 1. While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, at school-sanctioned events; or
- 2. By an electronic act that result in the substantial disruption of the orderly operation of the school or educational environment, whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose.

Procedures

Any student who is a victim of bullying or who witnesses or has reliable information that a student has been a victim of bullying should report the incident to the building administrator. The student's identity will be kept anonymous if he/she feels in danger of retaliation.

Any school employee who witnesses or has reliable information that a student has been a victim of bullying will report the incident to any administrator. Any school employee who reports violations of this policy will be immune from any tort liability that may arise from the failure to remedy the reported incident.

The building administrator will act promptly to investigate all complaints of bullying. If it is determined that bullying has occurred, the administrator will discipline any student or group of students according to the consequences listed below.

Consequences for Violation of This Policy By Students in Grades K-5

First Offense: The student or students who are the perpetrators of bullying must participate in Behavior Modification/Conflict Resolution Program or other programs as determined by District personnel. At least one parent or guardian will be required to attend a conference with the principal or his/her designee concerning the student's

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bullying offense. The school will provide information on bullying to the parent or guardian.

Second Offense: The building administrator will determine the appropriate disciplinary action as listed for category one offenses in the "Student Handbook." The student or students who are the perpetrators of bullying will be required to again participate in Behavior Modification/Conflict Resolution Program or other programs as determined by District personnel. The parents will be required to attend a conference with the principal or his/her designee concerning the student's bullying offense.

Third Offense: If the third offense occurs within one school year, the student will receive a short-term out-of-school suspension. Additional behavior interventions will be required.

Consequences for Violation of This Policy By Students in Grades 6-12

First Offense: The student or students who are the perpetrators of bullying must participate in Behavior Modification/Conflict Resolution Program or other programs, as determined by District personnel. At least one parent or guardian will be required to attend a conference with the principal or his/her designee concerning the student's bullying offense.

Second Offense: The building administrator will determine the appropriate disciplinary action as listed for category one offenses in the "Student Handbook." The student must complete a unit of study on bullying, empathy and anger management. The parents/guardians will be required to attend a conference with the principal or his/her designee concerning the student's bullying offense.

Third Offense: If the third offense occurs within one school year, the student will receive a short-term out-of-school suspension. Additional behavior interventions will be required.

Note: If a more serious offense occurs, it will be addressed at the most serious offense level, either category two or three, as prescribed in the Student Handbook.

Revised:

Adopted: June 26, 2003

Legal Reference: Act 681 2003; Act 115 2007

Cross Reference: Student Handbook

Additions to the Agenda

M. Fox:

- Report Agenda / Update from PRE on program evaluations
- Report Agenda / Update from PRE comparing test data for 2003-04, 2004-05, 2005-06. Use new cut scores / compare to old cut scores.

D. Curry – M. Daugherty:

- Report Agenda / Update from PRE providing clarification of schools on School Improvement status (Daugherty) specified schools on year 3 & 4 of school improvement.

D. Curry:

- Report Agenda / Previously requested statistical data report on AYP
- Report Agenda / Update from Human Resources - - Standards for accreditation

C. Armstrong:

- Independent audit of purchasing, contracts and materials management systems.

K. Mitchell:

- Report / Update from Chip Welch regarding procedures related to termination hearing